

STATE OF RHODE ISLAND  
DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES

PUBLIC NOTICE OF PROPOSED RULE-MAKING

In accordance with Rhode Island General Law (RIGL) 42-35 and 42-72-5, notice is hereby given that the Department of Children, Youth and Families proposes to repeal the following Department rule:

**Education Program: Structure and Operations**

This rule is proposed for repeal because its content is being added to an amended and fully integrated rule covering all educational services at the RI Training School. The amended rule, Education Program at the Rhode Island Training School (formerly named Administration of the Education Program at the Rhode Island Training School) combines previously separate policies into one comprehensive regulation for greater ease of use by staff and the general public. In the repeal of this rule, consideration was given to: (1) alternative approaches and (2) overlap or duplication with other statutory and regulatory provisions. No alternative approach or duplication or overlap was identified based upon available information.

This repealed rule is accessible on the DCYF website (<http://www.dcyf.ri.gov>) or the R.I. Secretary of State's website (<http://www.sec.state.ri.us/ProposedRules/>). Interested persons may submit written comments by **February 9, 2015** to Susan Bowler, Department of Children, Youth and Families, 101 Friendship Street, Providence, RI 02903 ([susan.bowler@dcyf.ri.gov](mailto:susan.bowler@dcyf.ri.gov)).

In accordance with RIGL 42-35-3, an oral hearing will be granted if requested by twenty-five (25) persons, or by an agency or an association having at least twenty-five (25) members. A request for an oral hearing must be made within thirty (30) days of this notice.

The Department of Children, Youth, and Families does not discriminate against individuals based on race, color, national origin, sex, gender identity or expression, sexual orientation, religious belief, political belief or handicap. The prohibition against discriminatory practices extends to the agencies, organizations and institutions the Department licenses.

**POSTED: 1/5/15**

## **Education Program: Structure and Operations**

Rhode Island Department of Children, Youth, and Families

Division of Juvenile Correctional Services: Training School

**Policy: 1200.1702**

Effective Date: June 14, 2004 Revised Date: September 1, 2010 Version: 2

~~The Principal of the Training School Education Program develops and implements a total programming approach that places the educational services in the context of a youth centered rehabilitative program. The Principal develops and maintains a program structure that:~~

- ~~•Allows residents to enter programming at any time and proceed at their own pace.~~
- ~~•Encourages collaborative planning and policy development with educators, community resources and other Training School staff.~~
- ~~•Guides daily operations and supports the delivery of state of the art educational services.~~
- ~~•Facilitates effective communication.~~
- ~~•Complies with requirements under the No Child Left Behind Act, Title I, Part D, for institution-wide programming.~~
- ~~•Makes certification and credentialing courses available to residents.~~

### **Related Procedure**

~~Education: Program Structure and Operations~~

### **Related Policies**

~~Middle/Secondary Education~~

~~General Education Development (GED)~~

~~Post Secondary Education~~

~~Special Education Services~~

~~Compliance with Section 504 of the Rehabilitation Act~~

~~Legal Establishment~~

Education Program: Structure and Operations

~~Procedure from Policy 1200.1702: Education Program: Structure and Operations~~

~~A. The principal develops and maintains a program structure and operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures and guidelines for the operation of a staff team.~~

~~B. This Educational Program addresses the profound and diverse needs of residents and includes:~~

~~1. Middle/Secondary Programs in conformance with DCYF Policy 1200.1722, Middle/Secondary Education~~

~~2. General Education Development Program in conformance with DCYF Policy 1200.1731, General Education Development (GED)~~

~~3. Post Secondary Programs in conformance with DCYF Policy 1200.1724, Post Secondary Education~~

~~4. Special Education and Section 504 service in conformance with DCYF Policy 1200.1725, Special Education Services and DCYF Policy 1200.1726, Section 504 of the Rehabilitation Act~~

~~C. The Education Program assists residents in participating in, receiving credit for and completing credentialing programs within the requirements established by state and federal law and regulation.~~

~~1. Teachers identify residents, based on education history, academic ability, behavior and performance, placing them according to their educational needs and eligibility.~~

~~2. Residents access certificates through an array of programs that may include, but are not limited to:~~

~~a. Middle/Secondary Education~~

~~b. General Education Development~~

~~c. Community College of Rhode Island~~

~~d. Drivers Education~~

~~e. Computer Technology~~

~~f. Carpentry~~

~~g. Culinary Arts~~

~~h. Creative Arts~~

~~3. Residents remaining at the Training School to the completion of the course of study may receive a:~~

~~a. Certificate of completion in career/co-curricular courses~~

~~b. High School Diploma (awarded by the resident's identified community Local Education Authority)~~

~~c. General Education Diploma~~

~~d. College course credits (awarded by the college or university)~~

~~4. Transition Plans address the strategies for assisting residents leaving the Training School before the completion of the course of study to achieve a certificate, Diploma, GED or college credit.~~

~~D. The Education Program utilizes Title I funding to provide direct and indirect support services to all residents to:~~

~~1. Improve academic performance.~~

~~2. Provide transition planning.~~

~~3. Provide residents returning to the community with support to ensure continued educational success.~~

~~E. In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan which includes, but is not limited to:~~

~~1. Assessment and Education Planning:~~

~~a. Assessing residents' strengths and weaknesses through the use of a variety of screening techniques and instruments;~~

~~b. Identifying any difficulties experienced by residents and communicating that information to professional support staff;~~

~~c. Distributing the assessment data for overall education planning;~~

~~d. Facilitating specialized medical and/or psychological testing that is determined to be essential; and~~

~~e. Offering a diagnostic perspective of each resident's educational needs to the school, court or other involved agencies/individuals.~~

~~2. Social and Educational Skills Development:~~

~~a. Focusing on coping skills for daily living during confinement and re-socialization skills for return to the community;~~

~~b. Providing support and information for residents to reduce their anxiety about their status;~~

~~c. Improving the quality of staff-resident relationships, helping residents to more positively respond to adults as authority figures; and~~

~~d. Assisting residents to increase and improve their independent problem-solving skills.~~

~~3. Education:~~

~~a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;~~

~~b. Providing educational services that motivate residents to continue their education upon release;~~

~~c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits and attitude required for successful employment; and~~

~~d. Introducing community resources that support and sustain residents~~

~~F. The Principal is responsible for ensuring the development of a curriculum that is:~~

~~1.Data driven, competency based and compatible with the mission of the Education Program~~

~~2.Revised as necessary, but no less than annually, to ensure congruence with resident needs.~~

~~3.Compatible with state requirements.~~

~~G.In curriculum and lesson planning, teachers consider:~~

~~1.Resident needs~~

~~2.Resident involvement in planning~~

~~3.Social, cultural, economic and geographic factors~~

~~4.Assessment and monitoring~~

~~5.Formal and informal reporting procedures (e.g., report cards, bi-monthly reviews, Individual Educational Plans, conferencing)~~

~~6.State Performance Standards and the Common Core Curriculum~~

~~H.The Principal ensures that daily program operations comply with policy and procedure, collective bargaining agreements and state and national accreditation standards.~~

~~I.The Principal ensures that classrooms meet state educational requirements and that the program has access to specialized equipment necessary to meet state standards.~~

~~J.A Librarian, certified in conformance with DCYF Policy 1200.0000, Legal Establishment, coordinates and supervises library services.~~

~~1.Library materials are acquired to meet resident educational, vocational, health and mental health needs.~~

~~2.The Library is available to all residents.~~

~~K.Administrative staff conduct daily operations and management in conformance with RIGL 16-2-9.1 that describes ethical professional principles in the school management.~~

~~L.Education staff comply with Department and RITS attendance and lateness policies and contact the designated staff member on the morning of an absence no later than 6:30 AM.~~

~~M.The communication structure supports programming and operations.~~

~~1.Mandatory staff meetings, facilitated by the Principal or his/her designee, occur at a minimum of one (1) hour per month.~~

~~2.Teachers attend without additional compensation in accordance with the contractual agreement.~~

~~3.Unless modified by the Principal or designee, the monthly meeting is scheduled on a rotating basis, for a different day of the week each month to accommodate teacher schedules.~~

~~4. In addition, all teachers participate in collaborative meetings as scheduled to discuss the teaching/learning process.~~

~~5. With the exception of the Superintendent, only school administrators and staff and/or faculty attend staff and/or faculty meetings. Third party attendance and/or presentations at staff and/or faculty meetings only occur with prior approval of the Principal.~~

~~N. Paragraphs A – M are consistent with Correctional Education Association Standards 13 – 18, 38 – 39; 43 – 44 and 46 – 63 as well as American Correctional Association Standards 3-JDF-5C-03; 3-JDF-5C-04; 3-JDF-5D-02; 3-JDF-5D-03; 3-JTS-2E-04; 3-JTS-5D-01; 3-JTS-5D-02; 3-JTS-5D-13 and 3-JTS-5D-14.~~